



Ch. 22 - 19th Century Life

Entrance task: Join a table with one of the five note cards and discuss the question. Be prepared to share with the class.

Today: 19th century urban life

Homework - Finish Ch. 22

Discussion Questions

1. What were the major problems facing nineteenth-century European cities? How and with what degree of success were these problems addressed?
2. Explain the role of European governments in improving the urban environment. What were the most important aspects of their actions?
3. In 1848 Marx predicted that European society would be increasingly polarized into two classes - the proletariat and the bourgeoisie. What was the reality of European social structure in the second half of the 19th century?
4. European attitudes toward children seemed to change from the 18th to the 19th century. What were these changes and why did these attitudes and practices change?
5. The second half of the 19th century has been called the Golden Age of Science. How was this reflected in the literature and philosophy of the time?



London, as seen here in the 1840's was the first to face the problems of urbanization

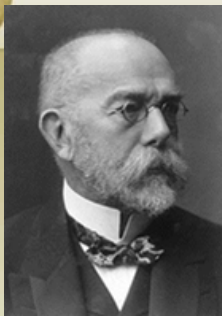
Advances in public health



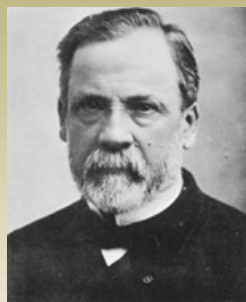
Edwin Chadwick

- *The Sanitary Conditions of the Labouring Population* (1842)
- Edwin Chadwick argued that disease was directly related to living conditions and that there was a desperate need for public health reform.

Advances in public health: germ theory



Robert Koch
Anthrax & TB



Louis Pasteur
Rabies vaccine, pasteurization



Joseph Lister
Germ theory



Urban planning



Baron Haussman

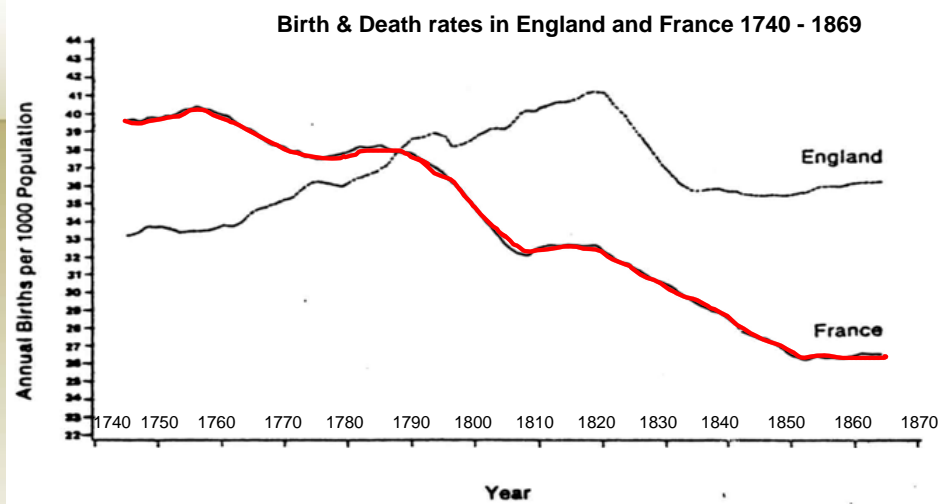


FIGURE 2
CRUDE BIRTH RATES IN FRANCE AND ENGLAND, 1740-1869

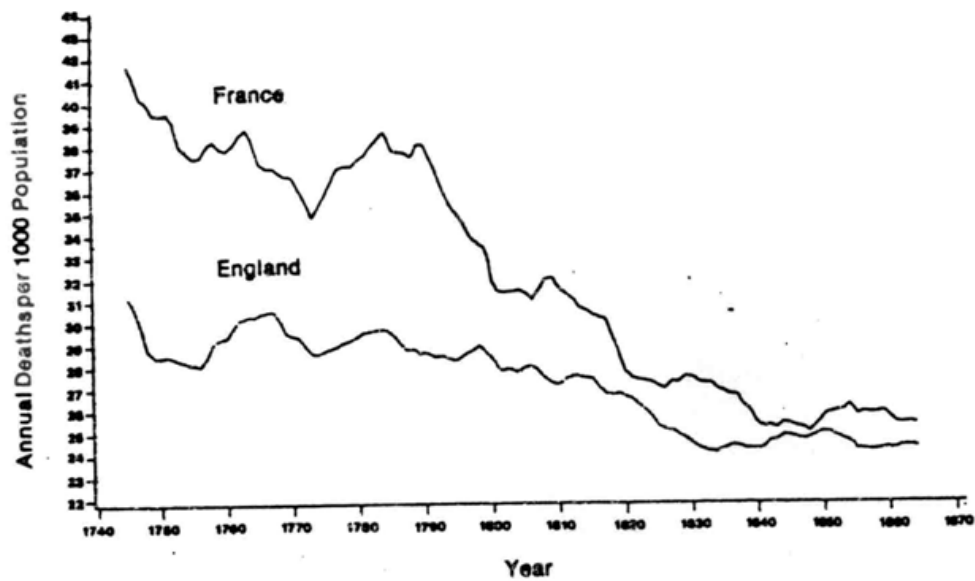


FIGURE 3
CRUDE DEATH RATES IN FRANCE AND ENGLAND, 1740-1869

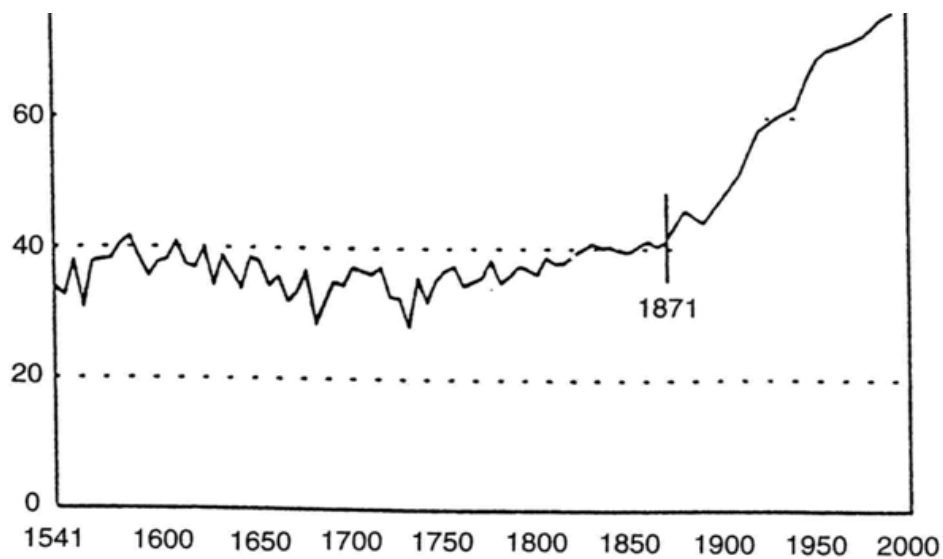


Figure 2. *Life expectancy in England and Wales since the sixteenth century.*

Source: 1541-1871, Wrigley and Schofield (1981, p. 230); 1871 to 1945-47, Keyfitz and Flieger (1968, pp. 36-9); 1950-55 to 1990-95, United Nations (1995).



Fig. 65 Population change, 1700-1801

Based on: (1) John Rickman's estimates in *Census of 1841: Enumeration Abstract*, 37 (P.P. 1843, xxii); (2) P. Deane and W. A. Cole, *British economic growth, 1688-1959* (Cambridge, 2nd ed., 1969), 103.

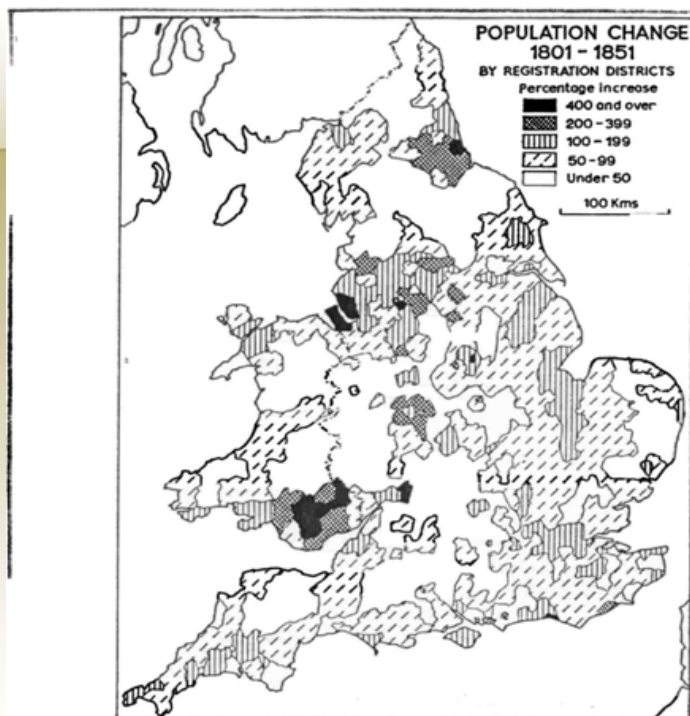


Fig. 97 Population change, 1801-51

Based on R. Lawton in J. W. Watson and J. B. Sissons (eds.), *The British Isles: a systematic geography* (London and Edinburgh, 1964), 232.

Social structure: Middle Class

Upper Middle Class: aristocratic business families

Middle Middle Class: merchants, doctors,
lawyers, successful but not wealthy

Lower middle class: shopkeepers, small business people

Others: engineers, chemists, accountants, and managers.
Teachers, dentists, and nurses rose up the ladder to become
middle class.

Social Structure: Working Class

- 80 % of the population comprised this class
- Many subsections
 - Labor aristocracy
 - Semiskilled and unskilled workers



Social changes in the 19th century

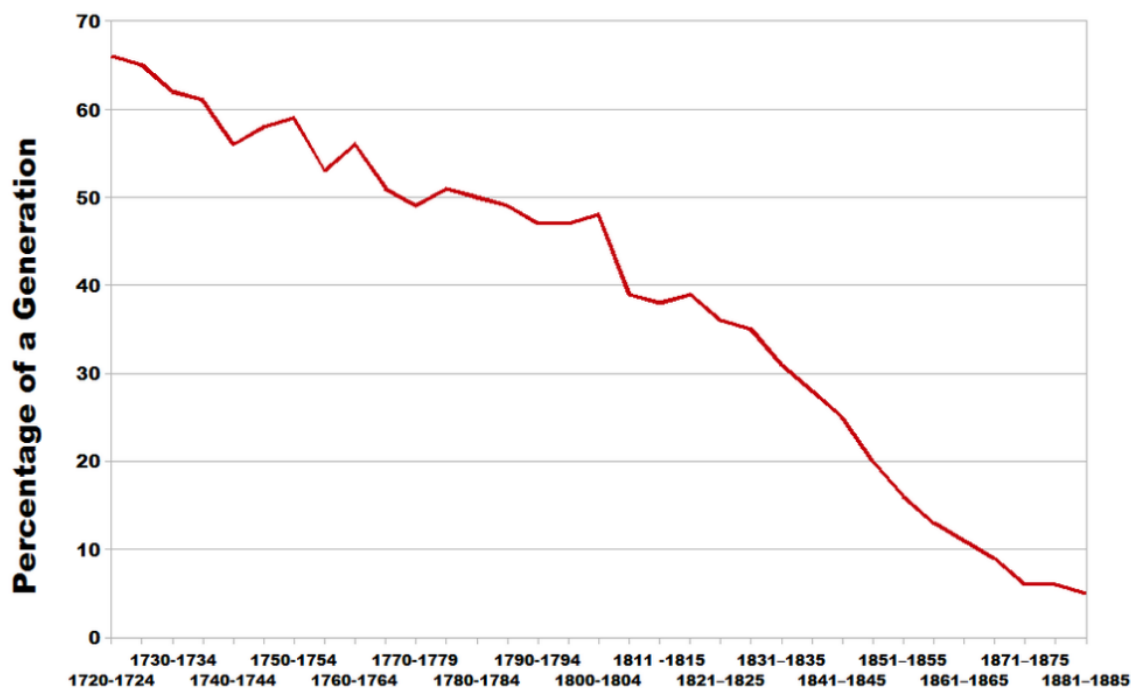
- Public drinking increased
- Church attendance declined
- Illegitimacy decreased after 1850
- Prostitution was common
- Strong family ties
- Gender roles became more clearly defined
- Bonds between parents and children strengthened
- Birthrates declined for economic and social reasons
- Social Darwinism
- Realism in art and literature

Table 4. Adult literacy, 1500 and 1800. Percentage of the adult population that could sign its name

	1500	1800
England	6	53
Netherlands	10	68
Belgium	10	49
Germany	6	35
France	7	37
Austria/Hungary	6	21
Poland	6	21
Italy	9	22
Spain	9	20

Source: Allen, 2011, Global Economic History: A Short Introduction

Illiteracy Rate in France



Death rate from infectious diseases 1848-1901

Disease	1848 deaths per million	1901 deaths per million	Percentage change
Tuberculosis	2901	1268	-55.3%
Water & food borne diseases	3562	1931	-45.8%
Sexually transmitted diseases	20	164	+228%
Smallpox	263	10	-96.2%
Heart disease	698	1673	+139.7%

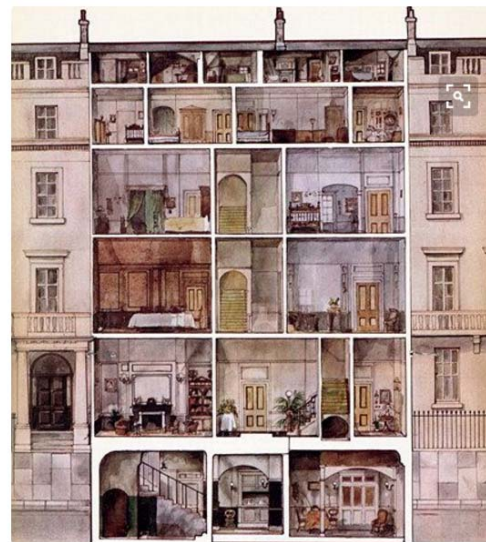


Cholera Epidemic in Hamburg, 1892

Annual income in marks(1=25c)	Number of people	% who caught Cholera	% who died
800-1,000	28,647	11.4	6.2
1,000-2,000	32,842	10.0	5.5
2,000-3,500	14,544	4.7	2.7
3,500-5,000	6,125,	4.0	2.2
5,000-10,000	5,649	3.1	1.6
10,000-25,000	3,328	1.8	1.0
25,000-50,000	1,182	1.7	1.1
Over 50,000	834	.06	.05

19th century gender roles

Middle class women



Lower class women



19th Century Family Life



Courtship & Marriage
Family Values

Ch. 22 - 19th Century Life

Homework - Finish Ch. 22



The Second Industrial Revolution

Entrance task: What is meant by the term "second industrial revolution?"

Today: Second Industrial Revolution

Homework: Ch. 23-1





18th century Industrial Revolution

- * revolutionized production
- * began the process of creating the modern city
- * masses of people were uprooted from the countryside
- * traditional social values were challenged
- * rural, agrarian values were replaced in a constantly changing urban society
- * Sociologists, political theorists, and others attempted to explore and explain this new industrial society.



The Second Industrial Revolution (1870-1914) brought a new role for government, a changing standard of living, an urban rather than agrarian society, social upheavals, changing values, and new intellectual horizons.

Ch. 22 all.notebook

The Second Industrial Revolution (1870-1910)

The First Industrial Revolution of the late 18th century revolutionized production; the Second Industrial Revolution of the late 19th century created an industrial society. The earlier Industrial Revolution began the process of the modern city, which reached fruition in the Second Industrial Revolution. More than politics and factories changed at this time. In the uprooting of masses of people from the countryside, traditional social values were shaken and challenged. In the new, more impersonal setting, people became disoriented, and movements and theories emerged to explain the phenomenon. Sociologists, political theoreticians, and psychiatrists all explored the new industrial world.

Listed on page two are sentences indicating major consequences of the Second Industrial Revolution. Read and categorize them on the chart below. Decide how many categories you will need and put the underlined words from each statement in the appropriate category. Label each category with a fitting title.



- * Were the changes of the Second IR positive, negative, or mixed?
- * Were the consequences of it beneficial or harmful to society in general?
- * Was the period of optimism or pessimism? Why?
- * Was the period one of progress or regression? Would all social and economic classes answer the same way?



Write a thesis statement
about the Second Industrial
Revolution.

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Homework: Ch. 23-1